

Texas Affordable Baccalaureate Program



Texas Higher Education
Coordinating Board

*Universities and Health-Related Institutions
Summer Seminar
July 10, 2017*

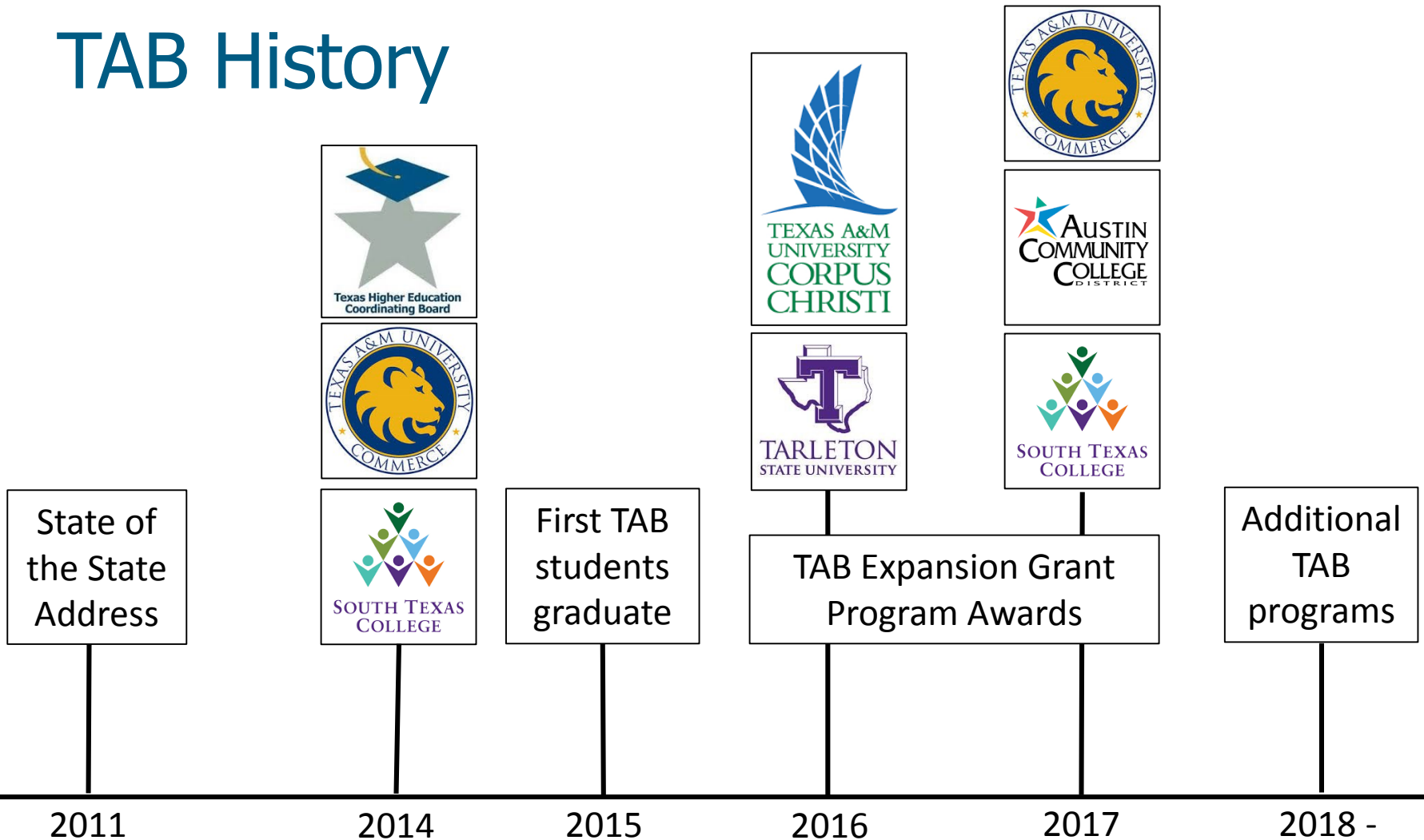
Texas Affordable Baccalaureate Program



Session Overview

- This session will share the outputs, outcomes, and long-term impact goals of TAB programs and highlight multiple strategies institutions can consider to develop their own affordable baccalaureate program.

TAB History



New TAB Programs



Criminal
Justice



Computer
Information
Technology



Mechanical
Engineering
Technology



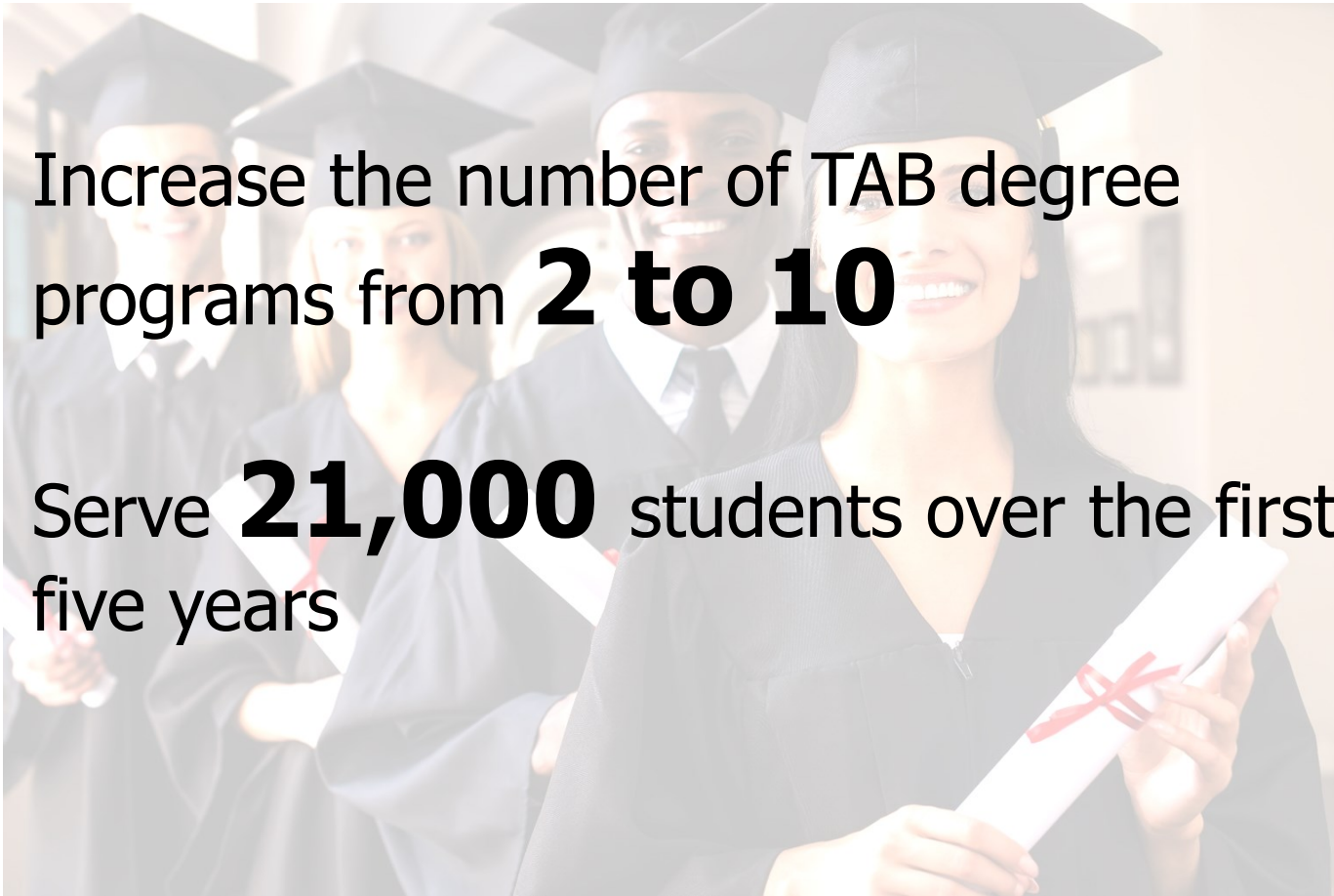
Bachelor of
Science in
Applied
Science

Statewide TAB Goals



Statewide TAB Goals

- Increase the number of TAB degree programs from **2 to 10**
- Serve **21,000** students over the first five years



Logic Model



Texas Affordable Baccalaureate (TAB) Theory of Change Logic Model

Need Statement: Improve educational attainment levels and affordability of higher education by making low-cost, high-quality alternative pathways to the baccalaureate degree available to the 3 million Texans with some college but no degree.

Assumptions	Resources (Inputs)	Strategies (Activities)	Products (Outputs)	Outcomes	Long-Term Impact
<p>Students learn at different rates. Allowing students to advance at their own pace through the demonstration of competency optimizes their progression through a program.</p> <p>TAB programs will offer differentiated learning materials through multiple modalities to engage all learner types.</p> <p>TAB will appeal to non-traditional students who stopped out under the traditional program model. Common barriers to enrollment and completion faced by students are addressed through the flexibility of CBE programs and its alternative cost structure.</p>	<p>Expertise and Networks</p> <ul style="list-style-type: none"> • THECB staff • Institute for Competency-Based Education (ICBE) • New TAB sites leadership, faculty and staff <p>Technology</p> <ul style="list-style-type: none"> • Purchased or upgraded learning management systems, predictive analytics. <p>Data and Evaluation</p> <ul style="list-style-type: none"> • THECB accountability system and IHE data resources • ICBE evaluation support <p>Fiscal resources</p> <ul style="list-style-type: none"> • Requirement of one-to-one matching funds for start-up programs • \$1.5 million appropriated to Texas A&M – Commerce for ICBE • Contributions from AT&T Foundation, Meadows Foundation, and other philanthropic groups 	<p>Phase 1</p> <p>Statewide intensive training through “TAB Lab” to disseminate the “nuts and bolts” of competency-based education.</p>	<ul style="list-style-type: none"> • 150 participants from 60 IHEs understand the basics of implementing CBE programs. 	<ul style="list-style-type: none"> • A highly competitive applicant pool for the Request for Application process for new TAB degrees, with at least eight applications selected for funding. 	<ul style="list-style-type: none"> • IHEs are able to serve more students through to completion, especially non-traditional students. • Graduates will demonstrate <i>full</i> mastery of skills that align to workforce needs. • Students will realize an overall cost-savings under TAB through the reduction in time-to-degree, leading to an overall reduction in excess student debt. • State will realize an overall cost savings through reduction in time-to-degree.
		<p>Phase 2</p> <p>Competitive application process to expand TAB statewide, from 2 to 10 IHEs awarding degrees in a variety of fields</p>	<ul style="list-style-type: none"> • Eight additional degree programs are offered at an estimated cost of no more than \$15,000 for a student with no prior credit. • 21,000 students enroll in TAB programs in first 5 years. 	<ul style="list-style-type: none"> • TAB graduates will perform as well as or better than those in comparable traditional programs, institutions and fields, on: GPA, credit accrual rate, completion, and first-year earnings. 	
		<p>Phase 3</p> <p>Technical support to faculty developing competencies and assessments.</p> <p>Support to modify business systems to track competencies (rather than credit hour) for state funding and financial aid purposes.</p> <p>Technical support for program improvement and evaluation.</p>	<ul style="list-style-type: none"> • Replicable curricula and assessments developed by partner institutions’ faculty are available for use by others • Expanded technology supporting student success • IHEs equipped to manage enrollment, financial aid, and funding requests based on competencies • Quality evaluation for continuous improvement. 	<ul style="list-style-type: none"> • Institutional capacity improved for future TAB programs. • Sustainability of TAB achieved through state formula funding and student tuition. • Improvements to CBE model(s) for future programs. 	

Effectiveness Measures

- The percentage of TAB students who complete degrees is comparable to or better than the percentage of students who complete degrees in comparable traditional programs, institutions, and fields.
- The average grades on assessments of identified learning outcomes of TAB students (as collected and reported by the ICBE) are equal to or better than the grades of students in comparable traditional coursework in comparable programs, institutions, and fields (as collected and reported by the Coordinating Board).
- The average credit accrual rate of TAB students is equal to or greater than the average credit accrual rate of students in comparable traditional programs, institutions, and fields within a given semester and/or year.
- The average credit accrual rate of TAB students with prior experience in traditional education is faster after enrolling in a TAB degree program than it was prior to enrollment.
- First-year earnings of TAB degree program graduates are equal to or greater than those of graduates of comparable programs and institutions in comparable fields and geographic regions.

Evaluating Progress



Institutional Strategies



Next Steps



Contact Information

Texas Affordable Baccalaureate Grant Program

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